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ABSTRACT

This manual is designed to provide guidelines for establishing, conducting, and evaluating basic and inservice training programs for the implementation of law enforcement training by small police departments. Suggested methods of determining training needs, required physical facilities, selection of staff and faculty, courses of study, and training methods are presented. As an aid in determining sources of financial support, instructional materials, training information, and agencies providing qualified instructors for various parts of the training programs, this handbook incorporates many resource lists, a job analysis, and a sample basic program. The following topics are discussed: (1) preliminary program planning, (2) management of training resources, (3) program development, (4) training methods, (5) teaching techniques, and (6) program evaluation, including a field training record. (AG)

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U. S. Department of Health, Education and Welfare
Office of Education

IMPLEMENTING LAW ENFORCEMENT TRAINING

A Suggested Basic Training Program

VT018545

LAW ENFORCEMENT CODE OF ETHICS

AS A LAW ENFORCEMENT OFFICER, my fundamental duty is to serve mankind; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence or disorder; and to respect the Constitutional rights of all men to liberty, equality and justice.

I WILL keep my private life unsullied as an example to all; maintain courageous calm in the face of danger, scorn or ridicule; develop self-restraint; and be constantly mindful of the welfare of others. Honest in thought and deed in both my personal and official life. I will be exemplary in obeying the laws of the land and the regulations of my department. Whatever I see or hear of a confidential nature or that is confided to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty.

I WILL never act officiously or permit personal feelings, prejudices, animosities or friendships to influence my decisions. With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favor, malice or ill will, never employing unnecessary force or violence and never accepting gratuities.

I RECOGNIZE the badge of my office as a symbol of public faith, and I accept it as a public trust to be held so long as I am true to the ethics of the police service. I will constantly strive to achieve these objectives and ideals, dedicating myself before God to my chosen profession . . . law enforcement.

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IMPLEMENTING LAW ENFORCEMENT TRAINING

A Suggested Basic Training Program

U.S. Department of Health, Education, and Welfare
Elliot L. Richardson, Secretary

Office of Education
Sidney P. Marland, Jr., Commissioner

Developed Pursuant To A Contract
with the
U.S. Office of Education
by
Miami-Dade Junior College
Miami, Florida
1971

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FOREWORD

This publication is designed to furnish information, suggestions and guidelines that will help small police departments establish, conduct and evaluate basic and in-service training programs.

This guide suggests methods of determining training needs, required physical facilities, selection of staff and faculty, courses of study and training methods.

It also serves as a practical handbook in determining sources of financial support, instructional material, training information and agencies providing qualified instructors for various parts of the training programs.

The basic materials were prepared by Charles B. Schildecker and Frank L. Augustine, Miami-Dade Junior College, North, Miami, Florida, pursuant to a contract with the U.S. Office of Education, Division of Vocational and Technical Education.

Many useful suggestions were received from special consultants, police administrators and from administrators and teachers in schools of technology. Although all suggestions could not be incorporated, each was considered carefully as it related to the publication's intended use. It should not be inferred, however, that the document is completely endorsed by any one institution, agency, or person.

The guidelines presented are intended to provide a framework which, when modified to meet local needs and conditions, will result in a practical training program at a moderate cost.

Robert M. Worthington
Associate Commissioner for
Adult, Vocational, and
Technical Education

LAW ENFORCEMENT OFFICER'S PLEDGE

1. **BE READY** to serve the public faithfully and fearlessly 24 hours a day.
2. **UPHOLD** the rights of every individual within the law.
3. **STRIVE** diligently to secure the evidence to free the innocent as well as convict the guilty.
4. **HONOR** his badge – never tarnish it with personal misconduct, on or off duty.
5. **BE COURTEOUS and FRIENDLY** – for most citizens the only contact with law enforcement is to report or seek information.
6. **AVOID** favoritism – race, creed, and influence have no place on the scales of justice.
7. **ACT** as a model to youth – help youngsters to be good citizens.
8. **KEEP** in good physical condition. A healthy body and mind mean better work.
9. **LEARN MORE** about the law enforcement profession – acquiring knowledge is a never-ending process.
10. **BE LOYAL** to self, organization, country and God.

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INTRODUCTION

The changing attitudes, objectives and technology of society place increasing demands upon basic institutions. The pressure that results magnifies the need for defining the police role and expanding police training so that the police can fulfill their assigned role within the community.

The need for training is stated in The President's Commission on Law Enforcement and Adminiministration of Justice: Task Force Report: The Police:

> No person, regardless of his individual qualifications is prepared to perform police work on native ability alone. Aside from individual intelligence, prior education, judgment and emotional fitness, an officer must receive extensive vocational training before he can understand the police task and learn how to fulfill it.

While the training of police has improved somewhat over the past two decates, a large number of departments still provide little or no formal training. Too often even the training offered by the larger departments bears little resemblance to the situations the Officer will encounter on the street.

The vocational skills needed by the police officer today far exceed a basic knowledge of the law and the physical ability to enforce it. The additional skills involve the ability to deal with human behavior usually under stress conditions. In order for the police officer to exercise the proper degree of police discretion, an understanding and acceptance of his role, himself and others is required.

Therefore, the current training of police officers must not only insure adequate knowledge of the law, police operations and proficiency skills, but in the social and behavioral sciences as well. Subjects such as Human Relations, Psychology, Sociology, Social Problems and others may provide for greater understanding and assist the Officer to accomplish his basic purpose – that of providing increased protection and service to the individual and the community.

PRELIMINARY PROGRAM PLANNING

The development and continuous improvement of police skills and knowledge are essential to the efficient operation and progressive development of a police organization. Therefore, it is imperative that every police department provide for continuous, on-going training.

The decision to establish the training program for a small department should be made after consulting with various agencies such as the State or Local Director of Vocational Education, Police Standards Council, Technical Schools, Community Colleges and Universities, Regional Police Training Centers, and the Federal Bureau of Investigation to determine:

- that there are no existing training programs in operation that will accomplish the purpose,
- that mistakes made in establishing other programs will not be repeated, and
- what financial support, if any, is available and the requirements necessary to obtain such funds.

After the need for a program has been established, the process of planning and operating a training program is generally divided into two major areas of responsibility, namely the training program and its administration.

Administration is concerned with the management of personnel, money, and resources in order to achieve an effective, efficient and economical operation.

Some general administrative considerations in program development are: determining the type of training needed; the personnel to be trained; statement of the objectives and standards of performance to be achieved; the training philosophy; policies and procedures necessary to achieve these objectives.

The degree of success in a training program is generally in direct proportion to:

- the desire and ability of the administrator to establish the program,
- the desire and ability of the personnel involved to accept such training,
- the amount of community support and involvement.

Analyses of successful programs tend to reflect certain characteristics that are typical of a productive, on-going and expanding program. These qualities include but are not limited to:

- A high degree of personal contact and mutual interest in the program by the chief administrator with those responsible for implementing the program. This does not imply a failure to delegate but rather demonstrates his support, concern and involvement.
- A constant awareness by the administrator of the need for support and participation by the community. In addition to financial support, it entails developing a closer working relationship and understanding between the police and the community.

A primary factor in establishing and conducting a training program at a moderate cost is to actively solicit support, involvement and participation by interested and qualified members of the community. Assuming that a positive attitude toward training is present, conferences with supervisors and field personnel, other law enforcement agencies, surveys, tests and questionnaires can be of value in determining what training is needed.

The experience of community leaders such as members of the Chamber of Commerce, judges, educators, publishers, defense and prosecuting attorneys, in addition to those with law enforcement experience, can be used to form a planning advisory committee. Care must be exercised in the selection of members to insure they are knowledgeable of, as well as interested in, improving law enforcement. The responsibilities of this committee may include:

- establish policy guidelines for the program
- liaison with the state planning agency
- aid in determining and defining particular training needs
- assist in establishing the types of training to be conducted

To implement the work of the planning advisory committee, a training committee composed primarily of law enforcement personnel and those involved in the administration of criminal justice should be selected. To accomplish the program objectives the training

committee should consider a multi-level approach to training. The following examples represent various types of training and include selected examples of some subjects offered at each level:

- **Basic Recruit Training** designed to equip the new officer with specific skills, information and knowledge necessary in performance of duties. This requires instruction in subjects such as: The Role of Law Enforcement; Police and Community Relations; Laws of Arrest; Search and Seizure; Laws of Evidence; Patrol Functions; Firearms Training; First Aid and other skill areas.
- **Roll-Call Training** is a brief training period of approximately fifteen minutes that is conducted daily before the officers begin their tour of duty. The purpose is to inform the officers on current and immediate problems, recent court decisions, instruct them on new techniques or new equipment and review basic procedures. Many departments use the "Training Key" or Sight/Sound films produced by the International Chiefs to implement this type of training. Roll-call training, when properly conducted can provide all officers with new information and reinforce prior learning.
- **Intensive In-Service Training** is suggested in addition to roll-call training. Each officer should be given a minimum of one week intensive in-service training annually. This training is designed to insure the continuing development of all officers. The subject areas covered in basic training in addition to others are reviewed, updated, and explored in greater depth.
- **Specialized Training** is conducted to provide the in-depth skills and knowledge needed to accomplish particular jobs. At this level the instruction is usually focused in technical areas such as crime scene searches, fingerprinting, collecting and preserving evidence, identification and laboratory work.
- **Supervisory and Management Training** should be given to those who are promoted to supervisory positions as well as those already working as supervisors. Subjects dealing with the psychology of leadership, decision making, motivating subordinates, the role of the supervisor in training, making duty assignments, work performance appraisal, morale and discipline, inspection and control, as well as principles of organization and management functions should be presented.

Sources of information related to instruction in these areas can be obtained from the State or local Director of Vocational Education, junior colleges, universities, technical institutes, regional police training schools, and the Federal Bureau of Investigation. While the scheduling of personnel for enrollment to various courses should consider the particular needs of the department it can also provide the opportunity for continued self-development by those officers who demonstrate special interest, aptitudes or abilities.

Certain areas of study should be considered for all levels within the organization. For example, the local junior college, university and adult continuing educational programs may also provide instruction in the behavioral sciences such as Psychology, Sociology, Human Relations, Juvenile Delinquency and others. Exposure to these areas can serve to increase the understanding of the individual officer and improve the over-all efficiency of the department.

Regardless of the length or type training received, complete and accurate training records should be maintained on each officer in the department. These records not only provide a basic source of information for scheduling needed courses but insure that training of individual officers is not repeated nor particular areas of instruction neglected.

MANAGEMENT OF TRAINING RESOURCES

THE TRAINING OFFICER

To provide for training of policemen, the department should have a person designated as a training officer. In a small department the Chief may be required to assume this responsibility.

Selection of a competent staff member to serve as training officer is a key factor in the successful operation of the training program. The responsibility of this officer is management of training resources and development and implementation of police training courses and programs that will increase the level of departmental efficiency and assist the individual officer in his personal development and satisfaction from his work.

Additional duties and responsibilities may include:

- Determining training needs of the department by consulting with field personnel, supervisors and his own practical experience.
- Contacting other law enforcement agencies regarding training matters.
- Developing the curriculum in a meaningful and realistic way in order to insure continuity.
- The development of new instructional techniques and assisting instructors in their use.
- The development and distribution of instructional material to insure continued departmental training.
- Coordination, development and maintaining instructional outlines for present and future use.
- Preparation of class schedules.
- Provision of adequate classroom space.
- Assurance that instructors have the necessary equipment and are in classes at scheduled times.
- Supervision and analysis of examinations to insure that all tests are valid and reliable.
- Participation in evaluation of the program to determine that the training accomplishes the objectives.
- Maintenance of training records.
- Preparation and execution of the training budget.

Preliminary planning of the program by the training officer should be done with the following objectives in mind:

- To introduce the new officer to the department and explain its operation.
- To advise him regarding departmental rules, regulations and benefits as a member of the organization.
- To promote an understanding of his role and responsibilities as a police officer.
- To provide training that a police officer needs to effectively perform the job to which he will be assigned.
- To aid and assist all officers to improve their skills and knowledge beyond the scope of their present needs for carrying out future job requirements.
- To assure conformity with all federal, state and local laws and regulations in the enforcement process.

More specifically, the objectives include:

- To develop the skills, knowledge and attitudes required for the officer to work independently and also as a member of a team when required.
- To provide current information regarding recent court decisions, new techniques and procedures in law enforcement.
- To provide the motivation and opportunity for self-development.
- To promote a greater understanding of self and others.
- To improve morale of the department.

SELECTION OF INSTRUCTORS

The success of a training program depends largely upon the quality of instruction. It is generally accepted that an instructor who possesses actual work experience can do a better

job in the vocational training of police officers than an instructor without practical experience. This is not meant to infer that various police related subjects should not be taught by qualified people from outside the police organization. The use of attorneys, doctors, educators, specialists from other areas and community agencies provide an excellent source for development of a competent instructional staff.

In addition to practical work experience, however, the instructor must possess certain other qualities and qualifications such as:

1. The ability to teach what he knows.
2. The desire to teach.
3. Emotional stability.
4. Professional attitude and appearance.

The ability to teach others requires the study and application of learning theories, teaching methods and instructional procedures that will aid the transfer of knowledge and skills to the person being trained.

The State Department of Vocational Education, junior colleges, universities and local schools can provide information and assistance in the training of instructors. The U.S. Office of Education publication entitled **The Preparation of Occupational Instructors**, (OE-80042) can provide the Training Officer with a suggested course guide containing useful information for the training of competent officers to become instructors.

The desire to teach is an important factor in the training process because it provides for interesting presentations of material and stimulates learning.

The emotional stability of the instructor is probably the most difficult quality to determine. Emotional stability in this sense means freedom from extreme personality traints that would hinder the learning process. These qualities apply not only to those who instruct in the classroom but to the supervisors responsible for other phases of training.

TRAINING FACILITIES

There are many desirable, but few essential, features necessary with regard to the physical facilities needed to conduct a training program.

Budget limitations may make it necessary to use existing facilities within the community. For example, the local schools, churches, businesses, recreational areas and other public facilities may have areas available at various times to serve as classrooms or conference rooms. The proper care and use of these facilities will also serve to increase community involvement and support of the program.

Desirable properties of the training facility would include attractive surroundings in an area free from outside distractions, good lighting, proper ventilation, comfortable seating with a place for the student to write, and adequate instructional equipment. These conditions will contribute to success of the program by providing the proper physical setting for maximum learning to be accomplished.

TRAINING EQUIPMENT AND LEARNING RESOURCES

A library containing current journals, periodicals, as well as textbooks, should be made available. The Training Officer may also request the public library to add reading and audiovisual materials pertinent to law enforcement. The officers should be encouraged to use these materials and also to be acquainted with the various literature available to them on a subscription basis.

Learning theories state that when more of the physical senses (sight, sound, touch, taste, smell) are used in the learning process the amount learned and retained by the student is increased. Therefore, the availability and proper use of audio visual materials will supplement and improve the presentation by the instructor. These materials stimulate interest and increase learning on the part of the student.

Various types of audio/visual aids, such as, chalk boards, flannel boards, charts and posters, models, displays, overhead projectors, film strips and slides, motion pictures, tape recorders, opaque projectors, television and teaching machines can be used to assist in training.

The local educational institutions may provide, on a loan basis, some of the equipment mentioned. These devices, when properly used, can provide for a greater return for the time and money invested in the training program.

Commercial agencies, as well as local school officials, can assist in the proper selection, and application of audio/visual aids in the learning-teaching process.

PROGRAM DEVELOPMENT

Priorities for training time and effort must be established to insure that the most critical needs are met first.

The planning and development of a basic program of instruction should be based upon the actual work performed by the patrolman. Research and studies are in progress to define and describe the current and ever increasing tasks, duties and responsibilities of the police officer.

To illustrate the job analysis method the sample presented in Appendix A describes the various duties, skills and knowledge required by the patrolman. It is not all inclusive and can be modified to suit the needs of the individual department.

The job analysis method presents the logical foundations for specific training courses or units of instruction. Therefore, the scope of instruction should be designed to include, in varying degrees, the necessary vocational, academic, psychological and physical skills and knowledge required to effectively perform the assigned duties.

To accomplish the training needed many States have established a minimum standards program for police training. The length of time for training ranges from a minimum up to four hundred hours of instruction.

It is not possible to list the course descriptions nor requirements of all the programs in this publication. Therefore, the program developed by the Municipal Police Training Council for the State of New York has been selected to serve as representative of the courses contained in most programs (see Appendix B). This is not meant to infer that there are not other State programs equally representative.

A regional approach has also proven successful in the training of police. Most small departments cannot afford to send their officers outside their region, so through a combining of resources and a cooperative effort, many small departments are able to receive training within their geographical area.

As previously stated agencies such as the State Department of Vocational Education, Police Standards Council, Federal Bureau of Investigation can supply specific information as to what training is available within a particular area. In addition, many departments, large and small, avail themselves of the training assistance supplied at no cost to the department by the Federal Bureau of Investigation. For example. the Bureau has a staff of instructors who are available on request to offer instruction in the use of firearms, crime scene searches, fingerprinting, photography, defensive tactics, conducting interviews, collecting and preserving evidence, report writing and many others. The courses are tailored to the needs of the particular department.

AMBULANCE

SELECTED EXAMPLES OF POLICE TRAINING MATERIALS

The selection of materials should be made in accordance with the training objectives, the learner, the instructor and the program coordinator.

The suggested criteria with regard to training materials should:

- Provide a "teaching plan" for the program instructors.
- Cover and coordinate the materials and information necessary for basic training.
- Ninety percent of the materials in a good basic training program are related to the needs of all police officers regardless of their geographical area of employment.
- Be flexible enough to include additional information that would apply to local and regional needs.
- Be adaptable to the inclusion of audio/visual teaching and learning aids.
- Be authoritative for police practices and designed in a format that the learner can understand when used for independent study.
- Be organized to permit the inclusion of any new or updated information.
- Be consistent, coordinated, organized and indexed to provide for a ready reference.

The Professional Standards Division of the International Association of Chiefs of Police (IACP) has developed a compact series of lessons called Training Keys. The Training Keys cover full subject areas and are combined into course programs.

Each Training Key is prepared with a supporting instructor's guide. It states the lesson objectives and the teaching points that should be emphasized and contains discussion type questions, references and resources available for further in-depth study. The Key with the Companion Guide provides the instructor with knowledge of the subject and the technical skill in methods of instruction. In addition, the Association has produced an audio/visual aid known as a Sight/Sound Program.

This presents the information contained in a selected group of the Training Keys on 35 mm filmstrips or slides. Each of the visual reproductions is accompanied by a "voiced" discussion of the visual frame.

These educational building blocks have the range and content, with the exception of specific local or regional needs, to provide for a large segment of a basic curriculum in police training for a small department.

The structure of the program tends to encourage the use of the materials for interactions between the learner and the materials, the learner with other members of the class, and increases the learning interactions between the learner and the instructor.

The police skills, such as handling firearms, first aid, defensive tactics and like "physical" activities must be taught and practiced under the direction of instructors skilled in the traditional methods of vocational instruction.

For continuation of training, the IACP has published the "Police Reference Notebook" with an accompanying "Instructor's Guide." This set of training materials incorporates many of the existing Training Keys with other study materials. These are presented as lesson units grouped into the following major categories: Criminal Justice System, Basic Law, Police Procedures, Traffic Control, Investigation, Juvenile, Proficiency Areas, and Community Relations.

The Notebook contains materials applicable for study and reference by the supervisory, management and policy-making level personnel in a department.

The Division of Vocational Education in Ohio, California, North Carolina and other States have developed concise yet comprehensive training materials that are usually available to law enforcement agencies at a nominal cost. These materials may be modified to meet the needs of the local department.

For example, the Ohio Trade and Industrial Education Service has produced a manual for basic training entitled **Law Enforcement Officer Training.*** The program consists of an Instructor's and a Learner's Manual. The Instructor's Manual contains the training procedures and teaching guides for each of the lessons contained inthe learner's Manual.

The California State Department of Education has published the **California State Peace Officer's Training Series.*** This series encompasses a wide range of training needs covering

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*Ohio Trade and Industrial Education Service, **Law Enforcement Officer Training.** Ohio State Department of Education, Columbus, Ohio. 1963.

*Bureau of Trade and Industrial Education, **California State Peace Officers' Training Series.** California State Department of Education, Sacramento, California. 1963.

topics such as Narcotics and Dangerous Drugs, Visual Science, Supervisory Personnel Development, Police Supervisory Control, in addition to basic training materials.

Other sources supplying pertinent training materials at little or no cost include the Traffic Institute of Northwestern University, American Red Cross, Federal Bureau of Investigation and larger municipal police agencies. The film library at the local junior college or university may also provide supplemental material for the training program.

TRAINING METHODS

The major portion of a basic training program should be of a functional nature, that is, "what to do" and "how to do it." Therefore, the best approach to training for small departments is to use a combination of classroom instruction and work experience or field training. Classroom study integrated with a formal and carefully supervised field training has been recommended by the President's Commission on Law Enforcement.

The potential importance of such training, or the lack of it, has been emphasized by the IACP:

> Recruits do better if they have some street experience during basic training, if for no other reason than to find out what they need to know. Material is much more readily absorbed when it can be related to past experience. . . .
>
> The influence of field training is even more profound than recruit school. The early working experience with another police officer will have a lasting influence on an officer's remaining service to the department. If there is no formal field training program, or if the selection of field training officers is left to chance, the recruit will be simply exposed to a variety of experiences without gaining any significant understanding of them. If the older officer himself is incompetent, his incompetence will rub off on the younger man and mediocrity will be perpetuated. If the older man's attitude or philosophy is at variance with that of the profession, a disaffected, disloyal or disinterested recruit may be produced. If the older man's integrity is not absolute and if the new recruit sees evidence of it, the new man can conceivably be a continuing problem to the department as long as he is on the rolls. Field training is a process by which an individual trainee receives formal instruction on the job. As part of the training process, a trainee will be assigned to a field training officer who is a police officer especially prepared for this type of training. The trainee will have various police duties and procedures explained and demonstrated to him. As often as practical, the recruit will be required to perform the tasks. The field training phase is intended to give the new trainee instruction, direction, supervision, guidance and experience so that he may develop good judgment, efficiency and good habits of conduct and appearance.

The combination of field and classroom training will: provide for individual as well as group instruction; supplement and reinforce classroom instruction; introduce the recruit to many situations not covered in classroom training; provide the opportunity to learn more rapidly by being shown and by doing, as opposed to the generally passive participation in the classroom setting.

A formal field training program can serve to evaluate the relevance and quality of the curricula as well as the progress and achievement of the recruit.

The competence of the field training officer is extremely important in this part of the training program. Personnel selected as field training officers should have the same qualifications as other instructors.

In addition, they should receive formal instruction to inform them of their duties and responsibilities.

The Field Training Officer (officer-coach) is entrusted not only the task of guiding the recruit's application of the training provided in the classroom, but also of instilling and developing in the recruit the proper attitude toward his work and the public he serves.

Clearly, seniority in service should not be the only criterion for selection of the officer-coach. He must not only have the ability to use the approved police techniques, but he must have shown by his work that he does use them. He must have a keen awareness of the department's objectives and understand and practice department policy.

They should be given to understand that the assignment is a recognition of their abilities.

They should understand that they are going to be deeply involved in the shaping of the future of the department; that their sincere and honest recommendations and evaluations are an integral part of the final step in the selection, training and retention or dismissal of the new officers.

To insure the new officer is informed of and has the opportunity to gain experience in handling a variety of incidents encountered in daily police operations the Field Officer (officer-roach) uses a check-off list in the form of a field training record. An example of a typical field training record is included in Appendix C.

TECHNIQUES OF INSTRUCTION

This portion of the guide is to present some basic techniques of instruction applicable to all phases of training. These procedures and suggestions do not replace the need for formal training of instructors in educational psychology and teaching methods.

Instruction is conducted on either a group or individual basis. Generally, the process used to organize and present the subject matter involves the following steps:

–**Preparation** – The instructor should research the topic, organize the material into a lesson plan with clear-cut objectives, prepare and preview, if necessary, audio/visual materials, prepare examples to clarify major points and rehearse the materials to be presented.

–**Presentation** of the material requires one or a combination of the following procedures to accomplish the lesson objectives:

The Informational Procedure uses lectures, mimeographed material, reading matter and other devices that impart information.

The Instructional Procedure uses teaching methods, demonstrations, illustrations, discussions, questions, recitations and practical tests on the job.

The Conference Procedure uses group discussions and other conference devices with experienced groups to advance their thinking and develop their ability to exercise good judgment.

–**Application** is the process of doing what has been taught. It serves to determine the degree of proficiency of the learner and the effectiveness of the instructor. During this phase correction of mistakes should be made immediately so that proper learning will be reinforced.

–**Evaluation** by written examinations and performance tests to assure the learner knows the subject and how to use the information.

The following list provides some suggestions for the classroom instructor:

HINTS ON CLASS MANAGEMENT

–Before the class begins, check on seating arrangements, lighting, ventilation, instructional materials, equipment, training aids and assistant instructors.

–In beginning the class the instructor should introduce himself; tell students the nature and purpose of the instruction; why it is important to them; specifically, what is expected of them.

–Present the instruction forcefully and enthusiastically.

–Direct questions to inattentive students.

–Question students frequently to check their understanding and to keep the class alert. Recognize correct answers, correct wrong ones.

–Don't allow students to waste class time arguing a point.

–Illustrate important points with visual aids and realistic examples or illustrations.

PROPER USE OF TRAINING AIDS

USE OF TRAINING AIDS IN GENERAL

–Prepare in advance drawings or data that would consume time in class.

–Keep aids covered when not in use.

–Introduce aids at proper time.

–Display aids where entire class can see.

–Talk to class, not to aids.

–Use pointer to focus attention on specific parts.

USING THE BLACKBOARD

- Rehearse drawings before class meets.
- Place work on board quickly and legibly.
- Use colored chalk for contrast and emphasis.
- Use a pointer.
- Give men time to take notes.
- Erase work when it is no longer needed.

TRAINING FILMS: STEPS IN USING

- Preview and select film for specific instructional purposes.
- Introduce film properly. Tell students what it is about and what to look for.
- Test students on film content.
- Discuss film and test.

PLANNING AND GIVING A DEMONSTRATION

- Plan the details of the demonstration.
- Arrange all tools and equipment properly.
- Follow a written lesson plan.
- Demonstrate only one operation at a time.
- Emphasize the essential points.
- Show how and explain how at the same time, using assistants when required.
- Omit unnecessary information.
- Emphasize safety precautions.
- Use visual aids to the greatest advantage.
- Check frequently with questions to make sure students understand.
- Encourage students to ask questions.
- Set high standards for students by skillful demonstration.
- Present a summary.

CONDUCTING PRACTICAL WORK

- Be sure that students know the "how" and "why."
- Supervise closely and constantly.
- Be sure students learn each step before progressing to the next.
- Stress both speed and accuracy after procedure is learned.
- Make application realistic.
- Ask pertinent questions during practical work.
- See that all safety precautions are observed.
- Have good students aid slower students.

HINTS ON ORAL INSTRUCTION

THE INTRODUCTION

- Objective of lesson: Tell students what is to be learned.
- Reasons for learning: Stress practical application and importance.
- Standards expected: Let students know exactly what is expected of them.

TIPS ON DELIVERY

- –Get the attention of the group before beginning.
- –Be sure that you can be heard.
- –Enunciate clearly and pronounce correctly.
- –To get emphasis use: repetition, gestures, pauses and variation in rate of speaking and pitch and volume of voice.
- –Speak in a conversational tone.
- –Look directly at and speak directly to students.
- –Do not make excuses.
- –Adapt words and sentences to group. Don't talk down to students.
- –Avoid use of monotonous connectives. (Example: "Now we'll go into . . .").
- –Show a genuine interest in students and subjects.
- –Maintain correct professional bearing.
- –Use definite opening and strong, conclusive closing statements.

TIPS ON QUESTIONS AND QUESTIONING

Ask questions which:

- –Have a specific purpose.
- –Are clear and concise.
- –Emphasize one point only.
- –Require definite answers.
- –Are phrased so as to discourage guessing.
- –Are related to the "how" and "why".

Procedure in asking a question:

- –Ask the question.
- –Pause briefly.
- –Call on individual student by name.
- –Recognize and evaluate students response.

HOW TO CONDUCT A CRITIQUE

- –State the objective of the lesson or problem.
- –Evaluate strong points and suggest improvements.
- –Control the group discussion.
- –Summarize.

Adapted from Check Card for Instructors, New York Military District.

PROGRAM EVALUATION

Evaluation is an essential aspect of any training program. Proper evaluation should reveal whether or not the information presented was applicable to the duties most frequently performed.

In terms of impact on the students, evaluation may serve many distinct purposes:

–To determine what the student has learned.

–To ascertain whether that information has actually improved job performance.

–To determine whether a change in attitude has occured.

More concisely, the questions to be considered in evaluation are:

- Did the individual really absorb new knowledge?
- Has his performance on the job become more skillful or valuable to those he serves?
- Did his attitude toward either others or himself improve?

Traditionally, various tests have been used to answer these questions. Open-ended discussion questions or short essays, while more difficult to grade, are also more revealing, since they require a more extensive understanding of the material. Proper program evaluation should not only identify weak areas in the program, but also suggest exactly how they can be strengthened.

One significant aspect of evaluating post-training performance often overlooked is the importance of maintaining on-the-job follow-up. The use of concise questionnaires and interviews with trainees can be useful in determining whether or not:

–The officers remained with their department.

–They remained in the police field; if not, their reasons for leaving.

–A modest salary increase might have cost less than training new replacements.

–Their individual career outlook has improved.

–Officers who did not undergo certain training reflect any differences in performance or public and personal attitudes.

Interviews can also extract comments from the officers concerning the value of various courses to their jobs. This is a useful device in making necessary changes based upon the actual types of duties which officers perform.

Several revealing evaluation techniques could assess the training experience in terms of:

–Words, phrases, jargon, and technical terms: Were they understood?

–New advances and developments: Was interest stimulated to the point where officers began to seek additional material on their own?

–Texts and journals: Were they readily available and did officers borrow and read them?

–Student abilities and weaknesses: Were these measured in any way before introduction of the training material?

–Note-taking: Were the students offered any assistance or instruction in the practice of simultaneously listening to and writing what was presented?

–Written critiques from instructors (especially outside guests): Did they observe student inattention or confusion over which the instructor had little control?

Instructor effectiveness can be measured to some extent on the basis of a detailed course evaluation. Faculty teaching techniques and their relationship to later job performance and satisfaction should be reviewed. Determinations must be made periodically regarding instructors' continued professional growth, their serious study in law enforcement specialty fields, and their awareness of current operational and technical problems of the police. In this way, more substantial decisions can be made regarding the use of discussion groups, audio-visual resources, homework research, and other methods of strengthening classroom lectures.

Some departments may desire outside evaluators to assist in determining the effectiveness of their programs. This assistance can be obtained from staffs of local police science programs in community colleges or universities, from full-time training personnel employed by the larger departments, or from private consultants who have recognized qualifications in police academic or training positions.

The improvement of job performance through training might be measured through citizen reactions to their contact with police. If community confidence has increased and public comments regarding police behavior generally become more favorable, a valid device for measuring training effectiveness exists. Any reasonable evidence that establishes that a more positive community attitude toward policing is due to the officers' training experience should not be ignored. While the average citizen may not be in a position to recognize or determine technical job competence or training deficiencies the nature of citizen comments, complaints and observations should provide an indication where training gaps may exist. The use of follow-up interviews with crime or accident victims will demonstrate sincerity and may prove to be the most valuable tool of evaluation since the ultimate goal of police training is to improve service to citizens.

In summary, training evaluation in short-range terms must assess the level of student knowledge and interest achieved. In more long-range terms, it must consider whether training courses are sufficient to equip students with all necessary principles, competencies, and skills; whether training courses are available to all those desiring to improve themselves; and whether the total training program is equally meaningful to all levels of personnel. To be truly meaningful and rewarding, police training must acknowledge differences in assignments, communities, and individual capabilities.

MINIMUM SUGGESTED BASIC LIBRARY

The following materials can provide the small department with a basic resource center at a moderate cost.

Adams, Thomas F. **Police Patrol: Tactics and Techniques.** Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971

Baker, J. S. **Traffic Accident Investigators Manual for Police.** Evanston, Illinois: Northwestern University, 1966.

Chapman, Samuel G. **Police Patrol Readings.** Springfield, Illinois: Charles C. Thomas, 1964.

Donigan, Robert and Edward Fisher. **The Evidence Handbook.** Evanston, Illinois: Northwestern University Press, 1965.

Federal Bureau of Investigation. **Uniform Crime Reporting Manual.** Washington, D.C.: U.S. Government Printing Office, Current Edition.

Germann, A. C. and Frank Day and Robert Gallati. **Introduction to Law Enforcement.** Springfield, Illinois: Charles C. Thomas, Current Edition

Gourley, G. Douglas and Allen P. Bristow. **Patrol Administration.** Springfield, Illinois: Charles C. Thomas, Current Edition.

International City Management Association. **Municipal Police Administration.** Chicago: 1971

O'Hara, Charles E. **Fundamentals of Criminal Investigation.** Springfield, Illinois: Charles C. Thomas, Current Edition.

Payton, George T. **Patrol Procedures.** Los Angeles: Legal Book Corporation, Current Ed.

President's Commission on Law Enforcement and Administration of Justice.

The Challenge of Crime in a Free Society. Washington, D. C.: U.S. Government Printing Office, 1967.

_____. **Task Force Report: Assessment of Crime.** Washington, D. C.: U.S. Government Printing Office, 1967.

_____. **Task Force Report: The Courts.** Washington, D. C.: U.S. Government Printing Office, 1967.

_____. **Task Force Report: Corrections.** Washington, D. C.: U.S. Government Printing Office, 1967.

_____. **Task Force Report: Drunkenness.** Washington, D. C.: U.S. Government Printing Office, 1967.

_____. **Task Force Report: Juvenile Delinquency.** Washington, D. C.: U.S. Government Printing Office, 1967.

_____. **Task Force Report: Narcotics and Drug Abuse.** Washington, D. C.: U.S. Government Printing Office, 1967.

_____. **Task Force Report: Organized Crime.** Washington, D. C.: U.S. Government Printing Office, 1967.

_____. **Task Force Report: The Police.** Washington, D. C.: U.S. Government Printing Office, 1967.

_____. **Task Force Report: Science and Technology.** Washington, D. C.: U.S. Government Printing Office, 1967.

Soderman, Harry and John J. O'Connell. **Modern Criminal Investigation.** Chicago: Institute of Applied Science, 1962.

Stinchcomb, James D., ed. **Essentials of Law Enforcement Series.** Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1971.

Sullivan, John L. **Introduction to Police Science.** New York: McGraw-Hill, Inc., 1966.

Wilson, O. W. **Police Administration.** New York: McGraw-Hill, Inc., 1963.

PERIODICALS

FBI Law Enforcement Bulletin. U. S. Department of Justice. Washington, D. C.

Journal of Criminal Law, Criminology and Police Science. Northwestern University School of Law, William & Wilkins Co., Baltimore, Md.

Law and Order. 72 West 45 Street, New York.

National Sheriff. National Sheriff's Association, Washington, D. C.

Police. Thomas Publishing Company, Springfield, Illinois.

Police Chief. International Association of Chiefs of Police, Gaitersburg, Maryland.

Uniform Crime Reports (Crime in the United States). Federal Bureau of Investigation. Washington, D. C.

SOURCES OF INFORMATION AND ASSISTANCE

As previously stated in the planning, research and development stages of a training program, assistance should be obtained from various sources to minimize costly mistakes.

In addition to the resources available within the department, the following organizations can provide expert advice and assistance.

State Commissions for Police Standards and Training
(Established in many states)

State Directors of Vocational Education

State Supervisors of Trade and Industrial Education

Federal Bureau of Investigation
Washington, D. C. 20535

Bureau of Narcotics and Dangerous Drugs
U. S. Department of Justice
1405 Eye Street, N. W.
Washington, D. C. 20537

U. S. Department of Health, Education, and Welfare
Office of Education
Washington, D. C. 20202

Law Enforcement Assistance Administration
U.S. Department of Justice
633 Indiana Avenue, N. W.
Washington, D. C. 20530

International Association of Chiefs of Police
11 Firstfield Road
Gaithersburg, Maryland 20760

National Sheriff's Association
1250 Connecticut Avenue, N. W.
Washington, D. C. 20036

National Council on Crime and Delinquency
44 East 23rd Street
New York, New York 10010

American Association of Junior Colleges
1 Dupont Circle, N. W.
Washington, D. C. 20036

National Institute on Mental Health
5454 Wisconsin Avenue
Chevvy Chase, Maryland 20015

American Red Cross
2025 E Street, N. W.
Washington, D. C. 20036

APPENDIX A
JOB ANALYSIS
(Work of Patrolman)

Type Assignment	What He Does	What He Should Know
1. Patrol beat assigned.	Patrols metropolitan, commercial, business, industrial, and residential districts. Observes people in district. Gives special attention to suspicious persons, vacant lots and buildings, stores, stocks, conditions of sidewalks, storm drains, fire hydrants and signals. Checks registration of cars for true ownership. Makes notes for future reference of things said and done.	How and when to present himself at locations in his district likely to become scene of crime or accident. How to protect himself. How to observe suspicious persons and conditions. Habits and tendencies of people in his district. Streets and buildings in area, where safes are kept and locations of places of business where lights are kept burning during the night. Habits and customs of residents and business people in relation to crime prevention. Places subject to license and regulation. What to look for in vice or narcotic trafficking. Characteristics of persons suspected of crime and places which may be involved in crime. Local police system of identification. How to establish identity of persons in district.
2. Inform and direct.	Informs public as to local goegraphy including streets, hotels, churches, theatres, routes of travel, and locations of public places. Gives information on methods of crime prevention. Applies common accident prevention methods, etc.	Local geography, location of streets, routes of travel, buildings, (including hotels, restaurants, theatres, and schools), parks, and street car and bus lines. Proper procedure in cases of fancied or actual wrong and advisability of applying crime prevention methods. How to administer first aid and prevent accidents. How to give information concerning crimes committed. How to advise and assist civilians in prosecution of misdemeanor cases. What information to give regarding procedure in obtaining public service.
3. Investigate public gatherings and complaints.	Disperse unlawful assemblies Appears at public gatherings to prevent disorder. Hears civilian complaints and refers to proper office. Investigates suspicious persons, such as those who frequent places subject to license, those who loiter about banks, warehouses, shipping docks, schools,	The "jargon" of felons. How to "shake-down." How to break alibis of suspects. How to search motor vehicles for evidence. How to determine true ownership of motor vehicles and to recognize unusual designs or types. Laws of arrest, search, and seizure. Statutes, laws, and ordinances relating to

Work of Patrolman – Continued

Type Assignment	What He Does	What He Should Know
	hotels, etc., those who carry bundles under suspicious circumstances, those who follow women or school children, those who engage children and police officers in prolonged conversation, and door to door canvassers, beggars, peddlers, etc. Investigates automobiles and motor vehicles, domestic and neighborhood quarrels and attractive nuisances.	mobs, unlawful assembly, parades, and blocking sidewalks; the tactics of leaders of assemblies; and effects of spectacular display of police authority. Nature and disposition of mob gatherings. When and where to secure help and in what cases. What to do in cases of domestic, neighborhood, and commercial quarrels between individuals, families, or buyer and seller. The use of crime-prevention measures to prevent simple cases from becoming serious crimes. Police procedure in obtaining adjustment in cases of missing persons, psychopathics, attempted suicides and military deserters. How to distinguish between civil and criminal cases. How to explain limitations of police authority in civil cases. How to determine police jurisdiction. How to remedy inadequate means of property protection. Ways and means of abating attractive nuisances.
4. Answer calls: a. Accident Calls.	Prevents further injury or damage. Extinguishes small fires, calls ambulances and makes arrests. Notes names and addressed of persons concerned. Preserves evidence and makes sketches of accident situations. Takes statements of principals and witnesses. Arranges for removal of vehicles. Advises regarding police reports.	How to prevent further destruction of life and property. How to administer first aid. How to extinguish fires. State and local traffic laws concerning police jurisdiction in accident cases. Where and how to secure tow-car service. How to preserve evidence at scene of accident. How to make arrests. How to make accident report and compile data at station. How to cooperate with the fire department. How to determine and locate fire lines. Methods of rescue and how to give first aid. How to deal with hysterical persons. Effects of opening doors and windows in burning buildings. Location of fire escapes. How to recognize arson evidence and what to do with it. Kinds of service which may be of assistance to fire department.

Work of Patrolman – Continued

Type Assignment	What He Does	What He Should Know
	Makes accident reports.	How to report to scene of catastrophe if not on duty.
b. Fire calls.	Establishes fire line at scene of fire. Rescues persons or animals. Looks for evidence of incendiarism. Volunteers assistance to fire department. Guards property. Warns persons in buildings adjacent to burning structure.	Organization and functions of civil relief and military agencies. How to discover, remove, and transport dead bodies. What constitutes a misdemeanor case. How to arrest, search, and seize. When to arrest. Field of police jurisprudence in misdemeanor cases. How to assume impersonal attitude toward misdemeanor cases.
c. Catastrophe calls.	Establishes police lines. Assists all relief agencies. Discovers and removes dead bodies. Guards against looting.	How to obtain and note information relative to material statements, physical evidence, identity of victim, witnesses, and prisoner. How to transport persons to police station.
d. Misdemeanor case calls. (Perpetrator in custory of civilian.)	Hears report of case from victim or witnesses. Preserves peace. Searches prisoner for weapons and other evidence. Preserves evidence. Makes detailed notes of situation. Transports persons involved to police station. Assists in booking prisoner. Assists arresting civilian in securing criminal complaint.	(Practice varies in various jurisdictions as to law of arrest.) What constitutes "continuous pursuit." How to secure a description of perpetrator from victim or witness.
(Perpetrator not in custody.)	Enters description in notebook. Advises civilian how to secure criminal process. Pursues perpetrator, if known and available. Compiles report at station.	
e. Felony case calls. (Perpetrator in custody.)	Arrests and searches suspect for weapons and other evidence. Prevents further injury. Preserves evidence, detains material witnesses, and prevents disturbing scene of crime. Calls detectives. Makes detailed account of all things said and done by persons involved. Makes sketch of scene. Delivers suspect, material witnesses, and account to detectives on their arrival.	What cases are felonies. How to make felony arrests. What constitutes evidence. How to preserve perishable evidence, private identification marks, special numbers, etc. How to detain witnesses. When to call detectives and how to assist them.

Work of Patrolman – Continued

Type Assignment	What He Does	What He Should Know
(Perpetrator not in custody.) 1. Hot cases. 2. Cold cases.	Compiles report at station. Secures description of suspect. Conducts immediate pursuit. Proceeds as in cases of suspect in custody. Advises victims and witnesses to stay at scene of crime. Calls detectives. Collects data and preserves evidence. Compiles report and makes report in case detectives are not available.	Methods of description. How to secure descriptions quickly and accurately. How to collect and preserve evidence, detain witnesses, call dectives. How to locate suspects. How to question witnesses.
f. Miscellaneous calls.	Answers miscellaneous calls to quiet animals, rescue domestic animals, and aid citizens in distress.	Police policy of assisting persons or animals in distress. How to quiet noisy domestic animals. How to destroy predatory animals. How to secure aid from other sources.
5. Make arrests: a. Traffic arrests.	Makes traffic arrests. Issues traffic citations in conformity with traffic laws.	Department policy regarding traffic violation notices and arrests. Traffic ordinances. Methods of approach to inform violators and secure operator's license and signature in accordance with local regulations. How to assume strictly impersonal attitude.
b. Arrest persons for crimes committed in presence of officer.	Makes arrest. Observes and ascertains interest and action of the perpetrator and evidence in custody when crime is complete. Searches prisoner.	What is complete crime? What is corpus delicti of each crime? What constitutes admissable evidence? How to take persons into custody. Criminal modus operandi. (Ways of doing things – customes; reactions.) Habits, methods, and jargon of criminals. Objects used in committed crimes.
c. Arrest on information reason, or belief.	Makes arrests. Identifies suspected person. Takes person into custody. Repels simple assaults with physical force. Repels violent assaults by use of deadly weapons if necessary.	How to identify suspected person with information at hand. How to recognize persons in question. Proper "field of fire" so as not to jeopardize lives of citizens. When and how to inflict crippling or fatal wounds. How to place self in strategic position to make arrest.
6. Miscellaneous field service.	Places in custody lost, missing, aged, psychopathic persons. Impounds lost or stolen animals and property.	How to recognize psychopathic and other unusual mental or physical cases. Methods to use in disposing of "animals at large."

Work of Patrolman – Continued

Type Assignment	What He Does	What He Should Know
	Apprehends juvenile delinquents. Protects scene of crime until relieved by proper authorities. Prevents escape of dangerous felons from custody.	Methods of destroying predatory animals. How to dispose of dead animals. How to recognize and dispose of stolen or abandoned property. What to do with juvenile offenders.
7. Make records and reports.	Keeps records and reports on conditions of public property, accidents, and arrests. Makes descriptions of scene of crime. Keeps notes on "shake-downs" and rackets. Notes names of witnesses and principals at scene of crime or accident. Enters detailed account of statements made at scene of crime. Compiles reports at station. Reports presence of dead animals on public property. Reports evidence of delinquent homes, parents, and juveniles. Reports evidence of vice activities and narcotic traffic. Makes written and oral reports to superior officers.	How to enter report data in notebook. How to report defective conditions in public property. How to report accidents. How to compile accident report from notebook data. How to compile accident report from data gathered at scene of accident. How to make accurate sketches showing measurements, distances, objects, and persons involved. How to compile felony, crime, and arrest reports. Proper procedure and method of writing traffic citation in each type of case. How to report traffic violations. How to give reports over the telephone. How to describe property items to facilitate identification. How to describe modus operandi of criminals to facilitate classification. How to describe location of scene of crime, orientation, boundaries, relative distances, age, color, time, etc. How to describe action and arrange in chronological order. How to report the complete identity of persons involved.
8. Testify and present evidence.	Maintains erect posture, dignified carriage, impersonal attitude in courtroom. Speaks in plain, clear, and direct language. Repeats conversation verbatim. Confines testimony to relevant matters. Refers to notes pertinent to case. Prepares proper legal foundation for introduction of exhibits and other evidence. Introduces confessions and establishes the fact that they were not secured by duress, force, threat, promise of reward, or immunity.	Court procedures. Proper attitude while in court. What constitutes the best evidence in criminal cases. What constitutes admissible evidence in criminal cases. The relative value of direct, circumstantial, expert, hearsay, documentary, cumulative, corroborative, and presumptive evidence. What constitutes – a confession, admission, or dying declaration. The value of an opinion in insanity cases. How to cooperate with prosecuting attorney.

Work of Patrolman – Continued

Type Assignment	What He Does	What He Should Know
	Introduces dying statements, establishing fact that they were secured after signer had given up all hope of recovery.	
9. Administer first aid.	Administers first aid. Stops bleeding and makes patient comfortable until arrival of doctor or ambulance. Treats emergency cases and removes to hospital if there is sufficient time. Gives emergency cases and removes to hospital if there is sufficient time. Gives emergency treatment in case of burns. Handles epileptic fits. Handles cases of fainting, heat exhaustion, sun stroke and suffocation. Practices safety.	How to apply tourniquet. How to determine whether a vein or an artery is cut. How to diagnose symptoms of common cases of poisoning. Antidotes for common poisons. How to transport injured persons. How to recognize and handle cases of epilepsy. How to administer artificial respiration. Safety practices. Principles of first aid.
10. General.	Maintains uniform and other personal accoutrements complete and in good order according to specifications set forth by the department. Operates weapons of the department arsenal and motor equipment in accordance with the department regulations. Cooperates with all the divisions of the police department in supplying evidence or information for the solution of crime as well as for the efficient operation of the whole service.	Department regulations regarding uniform and equipment. Best ammunition to use. How to qualify as a good marksman. How to care for equipment. How to operate rifles, shotguns, teargas guns, and bombs. How to recognize and remedy defects in equipment. Routine and responsibilities of all divisions of the police department and limitation of his own job. Importance of tactful approach and courteous treatment of public.

SOURCE: U.S. Department of the Interior. **Training For The Police Service,** Vocational Division Bulletin Number 197, Government Printing Office, 1938.

Appendix B
A Sample Basic Program

The basic course shall cover the following subject areas with the minimum instructional time as specified:

PART I	ADMINISTRATIVE PROCEDURES	8 Hours
PART II	ADMINISTRATION OF JUSTICE	14 Hours
PART III	BASIC LAW	44 Hours
PART IV	POLICE PROCEDURES	79 Hours
PART V	POLICE PROFICIENCY AREAS	65 Hours
PART VI	COMMUNITY RELATIONS	23 Hours
PART VII	SUPERVISED FIELD TRAINING	40 Hours
PART VIII	ELECTIVES	12 Hours
	TOTAL HOURS	285 Hours

PART I

ADMINISTRATIVE PROCEDURES – TOTAL HOURS 8

This time to be used for the variety of miscellaneous tasks and occasions that are associated with operating a school, i.e.,

A. Registration
B. Orientation
C. Opening ceremonies
D. Distribution of supplementary materials
E. Instruction in classroom notebook requirements and note-taking
F. Quizzes and examinations
G. Graduation ceremonies, etc.

PART II

THE ADMINISTRATION OF JUSTICE – TOTAL HOURS 14

A. **History and Philosophy of Law Enforcement** 2 Hrs.
An introduction to the development of police, court and correctional procedures and philosophies from ancient to modern times. Explanation of the American concept of criminal justice as a heritage of Anglo-Saxon England.

B. **Crime in the United States** 2 Hrs.
A brief survey of crime in the United States; quantity measurement, trends, economic impact, and victimization. Uniform crime reporting and crime statistics as they relate to police operations. Special emphasis on youth crime and organized crime.

C. **Police Organization** 2 Hrs.
A basic review of police organization, organizational structure and principles. Line and staff functions, chain of command, communications. Examples of municipal, county and state police organizations. Policy, rules, regulations and procedures. The relationship between supervisor and subordinate.

D. **Jurisdiction of Law Enforcement** 2 Hrs.
Defines municipal, county, state and federal enforcement agencies and common patterns of jurisdictional authority. Attention is given to formal and informal agreements of cooperation among agencies, including multi-state compacts.

E. **Correctional Services** 2 Hrs.
The purposes and functions of the Division of Probation and the Division of Parole, with emphasis on the jurisdiction and role of the police officers in the supervision of persons under the authority of these agencies.

F. **Social Agency Services** 2 Hrs.
The relationship between agencies of social concern and the police function, including case studies of cooperation among related agencies and the police. An introductory examination of the structure and function of welfare, health, education, rehabilitation and volunteer agencies as it relates to community stability.

G. **Law Enforcement Ethics and Professionalization** 2 Hrs.
A study of methods to make the police function a professional role, including its direction by an enforceable code of ethics, a common body of knowledge and skill, and increasingly, a specified level of training and education for certification.

PART III

BASIC LAW – TOTAL HOURS 44

A. **Constitutional Law** 2 Hrs.
Instruction to provide an understanding of the United States Constitution as the basis for our criminal justice system. To include the constitutional basis for civil rights, civil liberties, rights of the accused and the legal basis for and limitations of police action.

B. **Offenses** 10 Hrs.
To acquaint the law enforcement trainee with the NYS Penal Law to enable him to recognize violations, to understand the elements of the violation and the police actions which are indicated.

C. **Criminal Procedure** 21 Hrs.
Instruction in the legal rules governing police practices and procedures. To include:

1. Laws of Arrest
2. Search and Seizure
3. Interrogation, Statements, and Confessions
4. Field Interrogation and "Stop and Frisk"
5. "Miranda Warning"
6. Entrapment (definition and examples)
7. Eye-witness Identification (victim, police line-up)
8. Rules of Evidence
9. Court Structure
10. Court Procedures

D. **Vehicle and Traffic Law** 7 Hrs.
A study of those laws relating to the movement and control of motor vehicle traffic, including the elements of violations as well as licensing regulations.

E. **Juvenile Law** 4 Hrs.
Discussion of rights of juveniles, disposition of juveniles taken into custody, and juvenile court procedures.

PART IV

POLICE PROCEDURES – TOTAL HOURS 79

A. Patrol functions

1. **Patrol and Observation** 6 Hrs.
Defines the purpose of patrol. Describes the types of patrol. Explains the operation of police vehicles on patrol, answering calls, emergencies and non-emergencies. Methods of developing powers of perception and observation of persons, places and things.

2. **Crimes in Progress** 2 Hrs.
Tactical procedures for responding to and initial coverage of crime "in progress" calls. Emphasis is given to coverage plans for robberies, burglaries and other dangerous situations. Safety of officers and citizens is highlighted.

3. **Field Notetaking and Reports** 4 Hrs.
The development of the officer's notebook. Methods and reasons for taking complete, logical, meaningful notes during an investigation. Explains the necessity of police reports. Develops an understanding of the basic types of reports and their use, value and purpose.

4. **Disorderly Conduct and Domestic Complaints** 2 Hrs.
Techniques and procedures for effectively handling disorderly conduct cases. Differences between domestic and civil disputes. Procedures and techniques for handling family disturbances and civil complaints, e.g., landlord-tenant, neighborhood feuds, etc.

5. **Intoxication** 2 Hrs.
Explains symptoms of intoxication and illnesses mistaken for intoxication. Discusses techniques for handling drunken persons and problems encountered in handling violations of public intoxication laws.

6. **Mental Illness** 3 Hrs.
Defines and gives examples of the symptoms of common types of mental illnesses. Presents techniques for the proper handling of mentally ill persons and the prescribed legal procedures to be followed by patrol officers in emergency and routine cases. Attempted suicides should be included.

7. **Alcoholic Beverage Control** 2 Hrs.
Responsibility of patrol officers for enforcement of liquor laws and regulations, procedures for recognizing and handling violations.

8. **The Nature and Control of Civil Disorder** 2 Hrs.
Patterns of disorder, levels of violence and damage, the riot process, the riot participant, initial incidents, control capabilities, use of force, community assistance, and danger of overreaction. **Based on findings of the National Advisory Commission on Civil Disorders as they relate to the police.**

9. **Crowd and Riot Control Operations** 2 Hrs.
Law Enforcement responsibility in regulating crowds and gatherings. Defines types of crowds and gatherings, police authority, causes, prevention and control of panics and mob action. Crowd and mob behavior, control techniques.

10. **Communications** 2 Hrs.

B. Traffic Control

1. **Traffic Enforcement** 4 Hrs.
Police Traffic responsibilities. Correct methods of writing traffic summonses. Officer safety. Psychology of dealing with violators. Discusses the critical nature of officer-violator contact in terms of professional image and future cooperation by violator. The warn-cite-arrest option is discussed. Selective enforcement and enforcement index. Explanation of devices to measure speed.

2. **Vehicle Pullovers** 2 Hrs.
Techniques of stopping vehicles under a variety of conditions. The approach to and cover of the stopped vehicle. Proper removal of occupants. Emphasis is on officer safety.

3. **Impaired Driving** 2 Hrs.
Definition of driving under the influence of alcohol or drugs. Recognizing the drunken driver. Securing the necessary evidence, including field sobriety tests, scientific tests, reports, and other trial preparations.

4. **Accident Investigation** 7 Hrs.
Method and procedure to be employed in investigating traffic accidents. Parking at scene, questioning witnesses, observation of drivers, checking vehicles involved in accidents, checking roadway, signs and signals, photography and measurements, including hit-and-run.

C. Criminal Investigation

1. **Preliminary Investigation** 2 Hrs.
The general principles, attitudes and responsibilities applicable to all investigations. The need for complete, accurate information, complaint evaluation, crime scene protection and examination are noted. Patrol-detective relationship and preparation for court is included. The patrolman's position as first officer on the scene of a crime underlies the subject.

2. **Information Development** 2 Hrs.
Gathering information from people, witness perception, reporting physical descriptions, investigative information sources, public records, private organizations and agencies as sources of information, informants.

3. **Interviews and Interrogations** 4 Hrs.
Instruction is given about routine interrogations; approach, attitude, securing complete essential information, and evaluation. Interrogations and interviewing of witnesses, victims, suspects, suspicious persons and informants is covered. Methods and techniques employed in station interrogation are included and field interrogation is reviewed. The admissibility of statements and suspect's legal rights are noted.

4. **Physical Evidence** 4 Hrs.
Evidence collection, photography, fingerprint evidence, latent prints, tool marks, firearms identification and evidence, blood stains and analysis; and location, recording identification, collection, preservation, and transportation of all types of physical evidence.

5. **Injury and Death Cases** 2 Hrs.
Includes instruction in homicide and other cases involving the death of a human being. Provides general preliminary procedures to be followed at the scene of human injury or death. Emphasizes the value of physical evidence necessary to establish the cause of injury or death by case investigators and medical examiners.

6. **Larceny and Theft Cases** 4 Hrs.
Includes the various types of larceny and other offenses relating to theft. Presents the various investigative methods called for in complaints of this nature. Identifies specialized thefts most commonly occuring, i.e., shoplifting, bad checks, criminal possession of stolen property, fraudulent accosting, etc. Preventive education of public by police is stressed.

7. **Auto Theft** 2 Hrs.
Distinctions between "joyriding" and larceny of a motor vehicle. Various methods and techniques of investigation including location of ID numbers, noticeable irregularities of suspect vehicles, methods of auto thieves and auto theft rings as related to transportation seekers, "Joyriders" and commercial salvage operations. Emphasis is placed on prevention and early apprehension.

8. **Burglary Cases** 2 Hrs.
Defines burglary. Teaches general modus operandi of commercial, residential, safe and other burglars. Reviews basic principles of burglary investigation from the patrol officer's viewpoint. Preventive patrol techniques are reviewed.

9. **Robbery Cases** 2 Hrs.
Reviews the crime of robbery. Analyzes the methodology of robbers and covers the basic principles of robbery investigations from the standpoint of the patrol officer. Instruction in cover techniques for various kinds of robberies, preventive patrol techniques reviewed.

10. **Sex Crimes** 2 Hrs.
Defines sex crimes of the more common occurence, such as rape, child molesting and indecent exposure (public lewdness), and covers the fundamental techniques of sex crimes investigation. Preventive patrol techniques reviewed.

11. **Narcotics and Dangerous Drugs** 4 Hrs.
Types of narcotics and dangerous drugs including heroin, cocaine, marijuana, barbiturates, amphetamines and LSD. Symptoms of use and addiction, field identification by patrol officer. Investigation of narcotic and drug offenses.

12. **Organized Crime** 3 Hrs.
Types of organized crime activities, nature and background of organized crime, organized crime control activities at federal, state and local levels of government.

D. Juvenile Procedures

1. **Delinquency, Causes and Prevention** 2 Hrs.
The discussion centers around the responsibility of law enforcement officers and their interaction with the various juvenile agencies. Influence of environment; home, family life, school, etc.

2. **Delinquency Control** 2 Hrs.
Instruction concerns the proper attitude, methods and techniques that the officer should employ when dealing with juveniles. Delinquency preventive efforts by the patrol force and specific problems such as vandalism.

PART V

POLICE PROFICIENCY AREAS – TOTAL HOURS 65

A. **Firearms Training** 23 Hrs.
Instruction includes complete familiarization with the service handgun, shotgun, rifle, gas equipment and their nomenclature. Departmental regulations concerning the use of firearms and standard safety precautions are emphasized. Loading and unloading, sight pictures, squeeze and effective range of the respective weapons are handled prior to firing. All weapons are fired for familiarization. The service revolver is fired for qualification. A minimum of 240 rounds should be fired during practice and qualification with the handgun.

B. **Arrest Techniques** 14 Hrs.
This subject teaches the mechanics of arrest, search, building search, and transport of prisoners. Includes the fundamental use of the baton and riot stick, methods of disarming and protection against persons armed with dangerous and deadly weapons. There should be demonstration and drill in a limited number of holds, come-alongs, handcuffing and restraint of prisoners and the mentally ill.

C. **Emergency Aid to Persons** 10 Hrs.
This includes the immediate and temporary care given in cases of accident, illness and emergency childbirth, poisoning, and asphyxiation. Instruction may also be given in emergency rescue procedures, handling of electrical and gas emergencies. If the American Red Cross First Aid Course is given, it should be the minimum required to qualify the students for the Standard Red Cross First Aid.

D. **Traffic Direction and Control** 2 Hrs.
The instruction includes routine intersection and emergency traffic control procedures and practive in standard hand signals and gestures to achieve maximum safety and orderly flow of traffic.

E. **Emergency Vehicle Operation** 2 Hrs.
An appreciation of traffic safety and defensive driving, including care of police vehicles. Performance during hazardous driving conditions, such as techniques of driving with red lights and siren and pursuit driving. Safe driving practices to be taught in the classroom and, whenever possible, by demonstration and practice in the field.

F. **Courtroom Testimony and Demeanor** 3 Hrs.
Fundamentals of how to be most effective as a witness in court. This includes preparation before court, one's appearance and manner. The discussion should, if possible, be conducted and practiced in moot court fashion.

G. **Crowd and Riot Control Formations** 7 Hrs.
Field practice in crowd and riot control formations under simulated disorder conditions. Emphasis on discipline, team effort and control.

H. **Surveillance** 7 Hrs.
Techniques involved in the continuous observation of persons, vehicles and locations. Includes preparation, foot surveillance, automobile surveillance and fixed surveillance. Also objectives and techniques of specialized type of surveillance known as a "stakeout."

I. **Bombs and Bomb Threats** 2 Hrs.
The preliminary investigation of bomb complaints is generally the responsibility of a patrol officer. Despite the fact that most bomb calls prove to be false, it is mandatory that the first officers on the scene react as if an actual explosive device is actually present at the scene of the complaint. This phase of instruction is intended to give some guidance for the officer conducting the initial investigation of a bomb threat. Factors can be present which would require the officer to make decisions in the best interest of personal and public safety.

PART VI

COMMUNITY RELATIONS – TOTAL HOURS 23

A. **Basic Psychology for Police** 7 Hrs.
Instruction in this subject is directed toward an understanding of psychological and sociological factors affecting the behavior of the human being. It is intended to assist the officer in understanding and handling those situations which can result from conflict of behavior. Emphasis on officer understanding need for complete control of his own emotions.

B. **Police and Minority Groups** 4 Hrs.
This discussion intended to develop an understanding by the student of the racial, religious, cultural and ethnic backgrounds of various minority groups and thus help him to overcome prejudicial distractions in making professional judgments. Emphasis here on officer realizing that although he may retain his prejudices, he must learn to control them.

C. **The Police and the Public** 3 Hrs.
While recognizing that every aspect of police training or education should conspicuously and repetitively reflect the necessity for an effective working relationship with the public, specific and detailed instruction is presented here to define and illustrate elements essential to building and maintaining a positive and constructive climate for police-citizen contacts.

D. **Only Through Professional Behavior** 7 Hrs.
Use of programmed instruction, instruction role playing and video tape recording to instruct in human relations.

E. **News Media Relationships** 2 Hrs.

Policemen, particularly those who come into repeated contacts with the news media, need to have a proper understanding of the role of the news media in society. Because the public is so very much interested in police department activities, it is not likely that a department which fails to provide complete information will achieve good public relations. A police department cannot operate apart from the public's view. The public looks to the news media to provide the information. Thus, in order to fulfill its role in the community, the police department must have a positive goal in its news media relations.

That goal is a maximum flow of information to the public through the news media with a minimum disruption of the department's primary mission. This goal is easier stated than accomplished. The police-news media relationship is a highly unstable one. It is not sufficient for the two merely to "understand" each other. There must be sound, workable policies which, when effectively carried out, reduce the areas of conflict to livable dimensions.

PART VII

SUPERVISED FIELD TRAINING – TOTAL HOURS 40

Classroom instruction must be reinforced by practice. This is best accomplished under close supervision in the environment and community where the officer will work. This practice should not be haphazard, rather it should be a systematic approach which measures and records aptitudes.

PART VIII

ELECTIVES – TOTAL HOURS 14

This area may be used at the discretion of the School Director to expand upon a required subject, or for any elective subject(s) he may desire, i.e., Personnel Safety; Departmental Rules and Procedures; Local Ordinances; or other subjects he feels are relevant to the objectives of a police training program.

Appendix C

FIELD TRAINING RECORD

1. Purpose

   a. Designed for use as a guide by both the recruit officer and the officer-coach, this manual contains a representative listing of the incidents which a patrolman may expect to encounter over a period of time, and those "daily routine" types of procedures with which all policemen need to be familiar.

   b. The listing is not all-inclusive, and it is recommended that the officer-coach include any other police situations he feels are necessary for the more complete instruction of a new officer, or any procedures applicable to local conditions and requirements.

   c. A representative number of typical police procedures should be covered in this phase of training, although it is not necessary to complete or check every item listed.

2. Use

   a. The procedures and techniques listed in this pamphlet are those most likely to be encountered or used by a police officer. The Officer-Coach shall explain the problems involved and the policies of the department concerning each item listed. He shall explain and/or demonstrate to the new officer how to perform the job and then, where practicable, have the officer perform it under supervision.

   b. To the right of each page are three columns, E/D, P, and DATE. The Coach shall initial the E/D column as an item is explained or demonstrated, the P column if the new officer performs the task, and insert the date in the third column.

   c. The performance phase should be completed by the trainee under close supervision by the officer-coach.

      1) The officer-coach should not hesitate to take over the handling of an incident when it is apparent that errors are being made by the trainee that may have an adverse effect upon public relations, or may hinder successful prosecution of the case.
      2) If the officer-coach finds it necessary to supersede the trainee in the handling of an incident, care should be taken to see that the trainee is not unnecessarily embarassed or humiliated in front of the public or his fellow officers. This calls for diplomacy and tact on the part of the officer-coach.
      3) A detailed explanation of the trainee's errors, or misjudgment, should later be given to him by the officer-coach in private.

   d. In the event that any of the listed situations are not encountered during the training period, it is recommended that simulated cases, if practicable, based upon completed cases from department records, be devised to test the trainee. A simulated situation will be indicated by the letters "SIM" placed in the column headed "P".

FIELD TRAINING RECORD

Probationary Patrolman_____ Dept._____

I. DAILY ROUTINE	E/D	P	DATE
A. The new officer should be made familiar with the basic organization and operating procedures of his agency:			
1. Introduction to as many of the other personnel as possible			
2. Explanation of hours of work and reporting for work procedures			
3. Given list of telephone numbers necessary for official use			
a. Headquarters			
b. Supervisors			
c. Chief or Sheriff, etc.			
4. Explanation of how to report when sick or otherwise unavailable for duty			
B. Memo Book – Explanation of what type of notebook required, and how to enter information on			
1. Stolen vehicles			
2. Wanted vehicles			
3. Lost persons			
4. Wanted persons			
5. Field interrogations, etc.			
C. Police Vehicles – Explanation of department procedures concerning			
1. Use of police radio			
2. Maintenance of police vehicles through			
a. daily inspections			
b. regular maintenance program			
3. Reporting of accidents involving police vehicles, or defects noted in vehicle			
4. Proper driving mechods			
a. for routine patrol			
b. for emergency runs			

	E/D	P	DATE
c. for pursuit driving			
5. Proper parking in			
a. routine sutuations			
b. emergency situations			
D. Local Geography			
1. Street numbering system			
2. One-way and dead end streets			
3. Firehouses			
4. Schools			
5. Important buildings			
6. Hospitals			
7. Jurisdictional boundaries, etc.			
II. PATROL			
A. Traffic			
1. How to issue a parking violation tag			
2. How to issue a moving violation summons			
3. How to direct traffic by			
a. Hand signals and gestures			
b. Manual operation of signal light			
4. How to control traffic at scene of emergency by			
a. Re-routing			
b. Use of flares and lights			
c. Use of barricades			
5. Accident Investigation			
a. Aiding the injured			
b. Calling for ambulance			

	E/D	P	DATE
c. Questioning drivers			
d. Questioning witnesses			
e. Removing vehicles			
f. Making reports			
B. Tactics			
1. How to observe and report			
a. Street lights out or broken			
b. Defective traffic control lights			
c. Defective traffic control signs			
d. Defective water mains, gas mains, power lines, etc.			
e. Defective road surfaces and sidewalks			
2. How to respond to and investigate a complaint of			
a. a "prowler"			
b. domestic trouble			
c. a burglary in progress			
d. a robbery in progress			
e. noise			
f. a dead person			
g. a sick or injured person			
h. public intoxication			
i. a fight			
j. a larceny			

	E/D	P	DATE
k. a dog bite			
l. a juvenile gang			
m. disorderly conduct			
3. How to investigate			
a. Suspicious vehicles			
b. Suspicious person			
4. How to search			
a. A building			
b. A backyard, open areas			
c. A motor vehicle			
d. A person			
5. How to check potential trouble spots			
a. Taverns			
b. Pool and billiard halls			
c. Dance halls			
d. Others			
6. How to assist firefighters at scene of fire			
a. Establishing fire lines			
b. Guarding fire equipment			
c. Crowd and Traffic Control			
C. Preliminary Investigations			
1. How to determine if complaint of crime is justified			
2. How to protect the crime scene			
a. Collect and preserve physical evidence			

	E/D	P	DATE
3. How to obtain description of suspect and missing property			
4. How and when to sketch crime scene			
a. Procedure for obtaining photographs			
5. How to interview			
a. Witnesses			
b. Victims			
c. Suspects			
d. Juveniles			
6. How to prepare report of investigation			
a. "Fill-in"			
b. Narrative			
7. How to transport prisoners			
a. Male adult			
b. Female adult			
c. Juvenile			
8. How to work a walking post			
a. reporting to station			
b. checking doors and windows			
c. getting acquainted on post			
9. Other activities			
a. _____			
b. _____			

Officer-Coach: _____ _____
(NAME) (RANK)

DISCRIMINATION PROHIBITED – Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimiation under any program or activity receiving Federal financial assistance." Therefore, the Vocational Education program, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law.